

Textbook Alignment to the Utah Core –Choir 3

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **Choir 3 Core Curriculum**

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Perform): Students will use body, voice, and instruments as means of musical expression.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Produce a beautiful tone.			

•	Tone. Produce a balanced and free vocal tone with the body and breath working together.		
•	Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.		
•	Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation.		
•	Vowels. Keep the proper vowel shape for the duration of the syllable, showing care in the upper ranges to give more space to closed vowels.		
•	Consonants. Show how clear, crisp, quick, and well-articulated consonants help focus and project the voice.		
•	Resonance. Move smoothly from low to high range with an open, free, and balanced posture of the vocal mechanism.		
Objective B: Demonstrate technical performance skills.			
•	Perform rhythms accurately; e.g., attacks, releases, accents.		
•	Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, master different vocal exercise patterns.		
•	Hold melodic and harmonic parts successfully in four-part a cappella and accompanied choral literature.		
•	Perform a range of dynamic contrasts and tempo changes with increasing precision and control.		
•	Match vowel colors and tone qualities within an ensemble.		
•	Follow the conductor's indications for spontaneous changes and adjustments.		
•	Demonstrate musical understanding in phrasing.		
Objective C: Demonstrate notational literacy.			
•	Correctly write and respond to standard notation symbols in choral		
•	Sight-sing melodies fluently in unison and parts on progressive levels of music in any key and time signature.		
Objective D: Demonstrate productive rehearsal habits.			
•	Exhibit productive rehearsal skills; e.g., preparation, conscientious attendance, mutual respect, alertness, participation, and cooperation.		

•	Demonstrate knowledge, care, and use of the voice.			
•	Explain and/or teach the principles of any of the performance objectives to classmates as needed.			
•	Utilize technical vocal terminology.			
•	Assist in the care of supplies, facilities, and equipment.			
Objective E: Perform varied repertoire.				
•	Demonstrate ability to communicate meaning through music to an audience.			
•	Perform successfully in public and/or for adjudication a cappella and accompanied music from a variety of times, cultures, and styles.			
•	Prepare and perform a solo and/or small ensemble piece with or without accompaniment.			
•	Exhibit impeccable performer and audience etiquette.			
STANDARD II: (Create): Students will improvise and compose music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise rhythmic and melodic ideas and phrases.				
•	Improvise a variety of vocal sounds.			
•	Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as in drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.			
•	Improvise simple rhythm patterns, melodic patterns, rhythmic variations, and/or melodic embellishments on familiar melodies.			
Objective B: Record musical thoughts in standard notation.				
•	Notate class and personal improvisations in a sketch book.			

•	As a group or individually, complete a composition process: create a tune according to given criteria, notate the rhythms and pitches on a staff.			
STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Analyze and evaluate musical examples				
•	Summarize, using the vocabulary of music, how performance repertoire is constructed and the musical events/changes as they occur.			
•	Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, describing the emotions and thoughts the music communicates and how it does so.			
•	Make value judgments of the quality of the composition based on effectiveness of musical events, construction, and expressive effects.			
Objective B: Evaluate ensemble performances.				
•	List important criteria for determining the quality of a music performance.			
•	Using this list, identify, analyze, and evaluate strengths and weaknesses in both recorded and live performances.			
•	Prescribe adjustments needed to strengthen individual and ensemble performance.			
•	Compare/contrast live music performances with recordings.			
Objective C: Document personal growth as a musician.				
•	Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.			
•	Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator			

	assessments.			
•	Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.			
•	Analyze how the quality of own work has affected the progress and performance of the whole group.			
STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Examine how music relates to personal development and enjoyment of life.				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
Objective B: Experience how music connects us to history, culture, heritage, and community.				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.			
•	Perform and enjoy music related to various cultures, times, and places.			
•	Explain what the music experienced above means personally.			